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As discussed in this procedural handbook, the Regional Migrant Education Demonstration Project was established in April of 1967 to evaluate the concept of regional organization as recommended in California's Plan for Migrant Education. Topics covered in the handbook include legal requirements for the establishment of the project, administrative procedures, project description, educational status of migrant children (characteristics, needs, and objectives), a basic theoretical model for the program, description of program components and supportive services, and the program operation and procedures. The appendices contain a checklist of communication strategies and program procedures for administrators and other personnel, procedures for the board of directors, description of the sponsoring agency and fiscal management, job descriptions and qualifications, personnel requirements and benefits, and the salary schedules and calendar. (DK)

REGIONAL DEMONSTRATION PROJECT

MIGRANT EDUCATION

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COMPONENT OF THE CALIFORNIA PLAN FOR MIGRANT EDUCATION

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PROCEDURAL HANDBOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Basic Theoretical Model for Program Development

INTRODUCTION

Under the auspices of the Elementary and Secondary Education Act of 1965 (PL 89-10 as amended PL 89-750) and the direction of the State Department of Education, Office of Compensatory Education, a state plan for the education of migrant children was developed. Inherent in this plan was a regional concept of organization.

The state plan for migrant education, in keeping with the intent of the law, gave full consideration to certain fundamental concepts considered essential to an intelligent approach in establishing a state-wide program of supplemental education for the population being considered.

Concepts were derived from research and evaluation of ongoing educational programs, conference workshop materials, and interviews with individuals active in migrant education throughout the state and country.

Major among the concepts established as the base for the development of the state plan are:

1. The need for programs of preventive health and education, compensatory education, and social and occupational orientation.

2. The need for a total family approach to include Day Care, Pre-School, In-School, Extended Day, and Adult Educational Programs.

3. The need for a pattern of interagency organization that would facilitate the total family approach in a comprehensive program, as well as provide for the maximum utilization of funds and resources.

To best evaluate the effect and feasibility of such a plan based on these concepts, a Regional Migrant Education Demonstration Project was set up as its major component.

The project was implemented in April of 1967 in the Counties of San Joaquin, Stanislaus, and Merced. These adjacent counties are situated in the San Joaquin Valley and have a large seasonal impact of migrant families.

During the past year of operation, many avenues were explored in areas such as administration and program organization, staffing procedures, inter-agency and community involvement, supplemental educational programming for total family, teacher, and para-professional orientation.

The information gleaned from these efforts and the materials developed to facilitate operations and procedures should be of value to those new to the Project as well as those interested in coordinated efforts of education for migrant families.

SECTION I

LEGAL REQUIREMENTS

THE FEDERAL GCVERNMENT through the features of the Elementary and Secondary Education Act of 1965, (as amended by Public Law 89-750) has recognized the need for special programs for the children of migrant farm worker families.

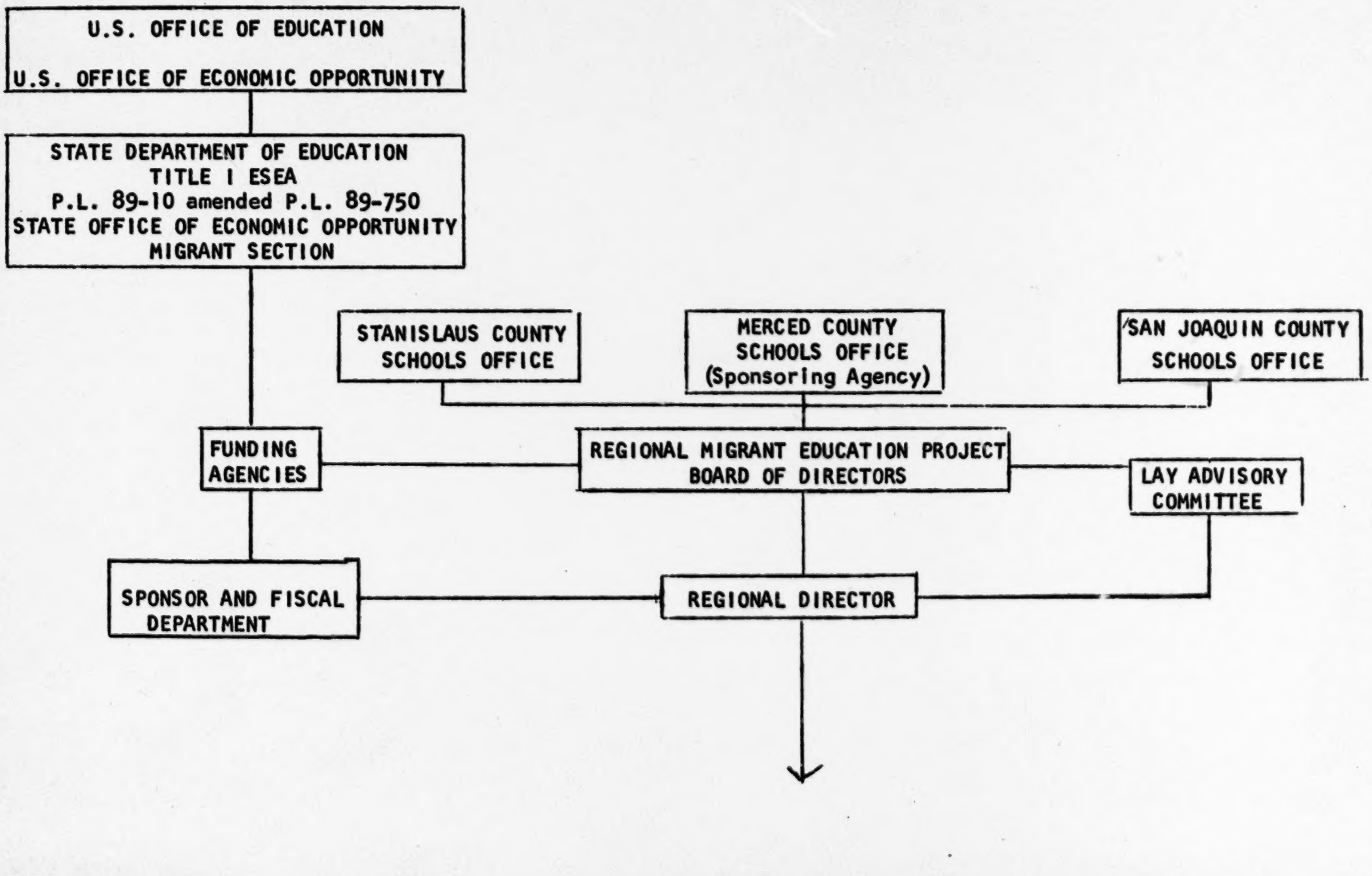
The amendment to the Elementary and Secondary Education Act specified that: "a state educational agency or a combination of state agencies may apply for a grant to establish or improve either directly or through local educational agencies, programs of education for migratory children of migratory agricultural farm workers. Approval of applications from states for programs and projects will be with the Office of Education."

In addition to having the same provision as Title I of the Elementary and Secondary Education Act, the amendment includes a statement that programs for migrant children shall be coordinated with other programs for migratory children under Title III-B of the Economics Opportunity Act of 1964 and other programs sponsored by public and private agencies.

THE STATE AGENCY, in this case the State Department of Education, under the provisions of the amendment, has been given the full responsibility for programs of education for migrant children. This responsibility was delegated to the Office of Compensatory Education, Bureau of Community Services by the State Board of Education.

Administrative
Organization

ORGANIZATIONAL CHART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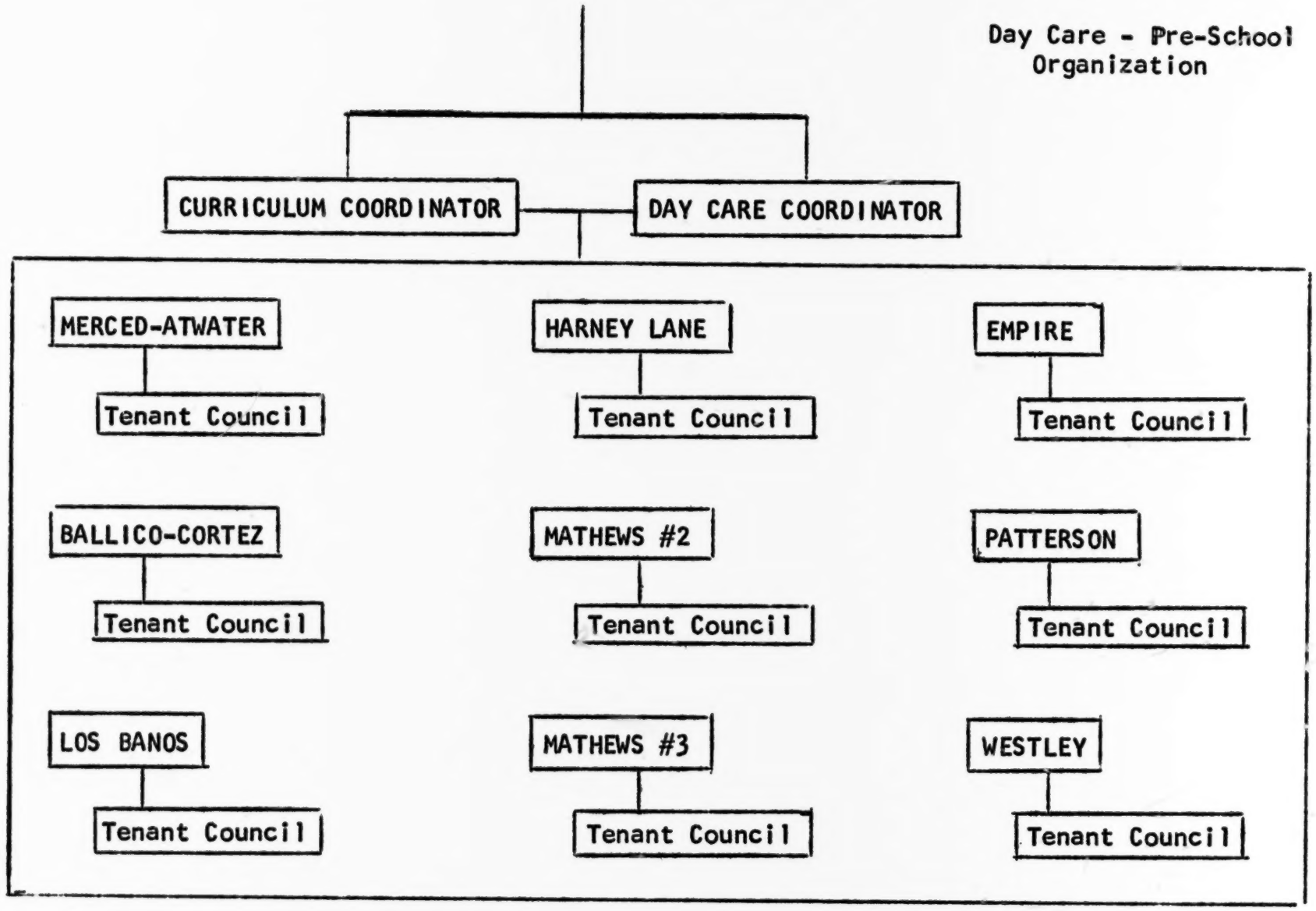
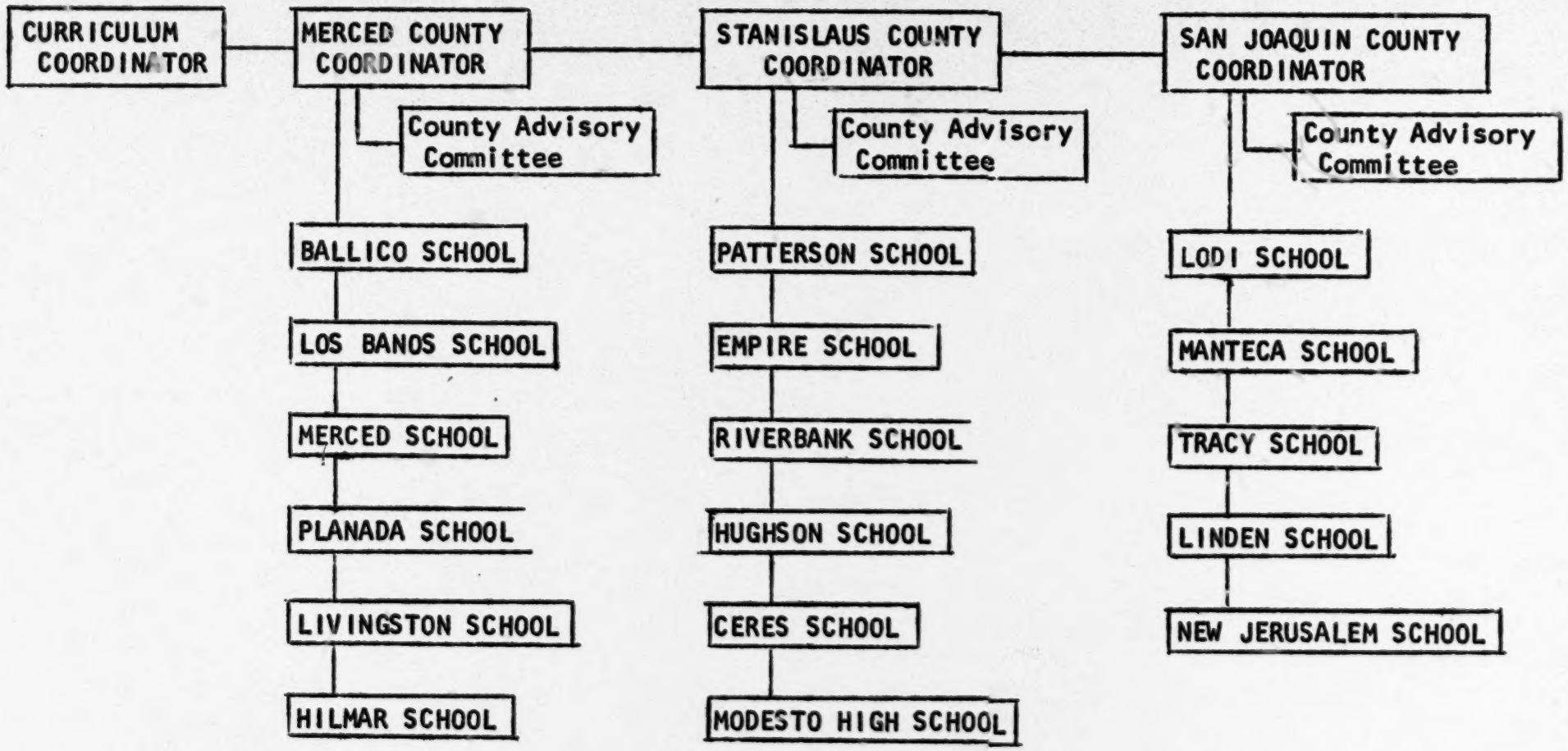
U.S. OFFICE OF ECONOMIC OPPORTUNITY
STATE DEPARTMENT OF EDUCATION
TITLE I ESEA
P.L. 89-10 amended P.L. 89-750
STATE OFFICE OF ECONOMIC OPPORTUNITY
MIGRANT SECTION
STANISLAUS COUNTY SCHOOLS OFFICE
MERCED COUNTY SCHOOLS OFFICE (Sponsoring Agency)
SAN JOAQUIN COUNTY SCHOOLS OFFICE
FUNDING AGENCIES
REGIONAL MIGRANT EDUCATION PROJECT BOARD OF DIRECTORS
LAY ADVISORY COMMITTEE
SPONSOR AND FISCAL DEPARTMENT
REGIONAL DIRECTOR

Day Care - Pre-School
Organization



Educational Center
Organization



SECTION II ADMINISTRATION

The law provides for State Department of Education leadership in planning, program development and administration. This responsibility was delegated by the State Board of Education to the Office of Compensatory Education, Bureau of Community Services. Therefore, the Bureau of Community Services retains the responsibility for the approval and supervision of programs implemented.

The Regional Migrant Education Demonstration Project is one of the components of the State Plan for Migrant Education developed by the Office of Compensatory Education. This Project was assigned by contract to the region encompassing the Counties of San Joaquin, Stanislaus, and Merced.

LOCAL EDUCATIONAL AGENCY involvement was initiated by the Merced County Schools Office in cooperation with the county offices of San Joaquin and Stanislaus.

For purposes of facilitating Project operation and complying with the provisions of the law, Merced County School was designated as the sponsoring county and assumed fiscal responsibility. A board of directors comprised of county superintendents of education from San Joaquin, Stanislaus, and Merced counties was established to direct the Project's efforts in accord with the established state requirements and guidelines.

PROJECT STAFF consisting of a Director, three Coordinators, and a Curriculum Consultant are housed to best coordinate the Project activities. The Regional Administration Office, located at 1637 "V" Street in Merced, California houses the Director and Curriculum Consultant, while each Coordinator works out of his respective County Office. These offices are located in Stockton at the San Joaquin County Schools Office, in Modesto at the Stanislaus County Schools Office, and in Merced at the Merced County Schools Office.

The Project Staff is responsible for coordinating and supervising supplemental programs in each of the designated school districts participating in the Project.

SCHOOL DISTRICTS participating in the Regional Project have the direct responsibility for staff and activities held in their respective facilities.

COMMUNITY ADVISORY COMMITTEES were organized to best facilitate coordination and involvement of the community in program planning and implementation. Since the regional project encompasses three counties, eighteen school districts, and nine "flash peak" housing units, it required an expansive and meaningful advisory structure. The following structure was designed to include all persons concerned with migrant problems, as well as those individuals at the various levels of operation.

1. In each of the "flash-peak" housing units is a Tenant Council composed of members of the migrant resident population. A member of each council is chosen to represent the body on the County Advisory Committee.

2. In each of the counties (San Joaquin, Stanislaus, and Merced) an Advisory Committee was organized. This Committee included representatives from the Tenant Councils, C.A.P. Agencies, and others interested in the welfare and education of the migrant population.

3. A Regional Advisory Committee was organized for final evaluation of recommendations and suggestions from each of the other committees. This Committee advised the Board of Directors on matters regarding the total project. The composition of this Committee included a representative from each of the three County Advisory Committees as well as the C.A.P. Commission, Housing Authority, and Tenant Councils.

SECTION III

PROJECT DESCRIPTION

Purpose

The Project is designed to assess the feasibility of a regional organization of inter-agency coordination and cooperation in the operation of a comprehensive program of education for the migrant family.

Multi-Agency Coordination

Programs of a multi-agency nature must have as a basic frame of reference high level planning and coordination. The initial planning of the Regional Project was coordinated with the State Department of Education, the State Department of Economic Opportunity, and representatives of public health and welfare agencies, as well as with other organizations experienced in working with migrants. As a result of this planning, funds were made available by the state agencies to provide the initial thrust in the development and implementation of the comprehensive plan.

Comprehensive Program

Providing a well-designed, purposeful educational program for migrant students entails a multiplicity of problems, e.g. personnel, facilities, materials, and equipment. Historically, local school districts have found it virtually impossible to employ qualified teachers and support personnel for "flash-peak" periods; to purchase

furniture, materials, and equipment; and to erect additional classrooms for these increased enrollments. That this situation could be alleviated to a great extent depended upon the acquisition of sufficient resources to design, develop, and implement a high quality program to meet the needs of the migrant child in particular and the migrant family in general.

It was conceived that a comprehensive educational program for migrant families living in flash-peak housing could best be conducted by establishing "Educational Centers" in each of the three counties. These centers are composed of a migrant housing camp and the public school serving the children of that camp. Through a pooling of staff and material resources, the Demonstration Project and the cooperating school work together to meet the educational needs of migrant children and their families.

Educational Center

The "Educational Center" is designed to utilize a multi-level attack upon the needs of each migrant family member. Day Care age children are served at camps using O.E.O. funds. By means of E.S.E.A. funds, school-age children enrolled in local public schools receive special instructional attention during the regular school day and also in an extended day program at the camp. Evening instructional classes funded by O.E.O. allow adults to participate in the program. In the summer, a program for migrant children was developed with each participating school.

This combination of funding agencies, together with educational agencies and service organizations, demonstrates the center concept and emphasizes the importance of joint responsibility and coordination of efforts to upgrade the migrant family in our society.

Regional Description

The tri-county demonstration region is comprised of eighteen school districts that have a seasonal impact of migrant children. Through joint efforts with the local Housing Authority, Educational Centers consisting of In-School Supplemental Education for school age children and Day Care and Adult Education programs in the "Flash Peak" housing units were established. Educational centers in operation within this region are:

SCHOOL DISTRICT	CAMP
Lodi Unified School District	Harney Lane
Patterson Unified School District	Patterson
Patterson Unified School District	Westley
Empire Elementary	Empire
Modesto High School District	Empire
Manteca Unified School District	Mathews #1 Mathews #2
Los Banos Unified School District	Los Banos
Merced City School District	Merced-Atwater
Ballico-Cressey Elementary School Dist.	Ballico-Cortez
Hilmar Unified School District	
Livingston Union Elementary School District	

SCHOOL DISTRICT

Planada Elementary School

New Jerusalem Elementary

Tracy Public Schools Office

Linden Unified School District

Ceres Unified School District

Hughson Union School District

Riverbank School District

The following illustration shows these camps and their geographical relationship within each county.

regional description

SECTION IV

EDUCATIONAL STATUS OF MIGRANT CHILDREN

The position of the migrant child in the educational complex is the result of a variety of casual factors. His schooling is constantly interrupted by the transitory nature of his parents' employment during the harvesting season. The difficulty in acquiring educational experiences that are meaningful and continuous because of these migrations lowers the societal status of the migrant child and his parents in the eyes of the community. Add to this the loose enforcement of school attendance and child labor laws, the lack of school transfer and grade placement records, the recurring need for the child's income, and the result is a serious indictment upon the present social and educational systems.

Educational Characteristics

The mobility of the migrant family is one of the relevant factors that tends to maintain this status quo. This has resulted in the perpetuation of several generally accepted characteristics. Paramount among these is the migrant's ability to achieve satisfactorily when his special needs have been identified, defined, and met. To enable him to achieve satisfactorily, however, the educational system must be sensitive to the migrant's general feeling of failure. In fact, the migrant child is often two or more years behind grade level because of his limited knowledge of English

and/or absence from classes. It must be remembered that in most cases his native language is Spanish, and that he often lacks adequate clothing and food. The resultant lack of identification with the educational setup accents his feelings of non-acceptance by peers and teachers and serves to increase further his anxieties to attend/achieve in an unfamiliar setting.

Educational Needs

After identifying the status of the migrant child and defining his relevant characteristics, his educational needs can be stated. These needs represent a continuous pattern from early childhood throughout adult life. Upon entering regular school, there is a carryover of all the needs exhibited as a day-care age child. Insecurity, poor self-image, little social acceptance outside his own group, and poor self-expression are but his more apparent problems. Nutrition and health are still "real world" needs requiring continuous treatment. His lack of communication skills is still a delimiting factor. As the child progresses in regular school, other elements add to the dilemma. He lacks actual and vicarious experiences that are common to his more static counterpart. And his methods of expressing those experiences he has had oftentimes lack the organized conceptual patterns familiar to non-migrant children. Therefore, his orientation with respect to this group as well as to the surrounding community only add to the frustration he has been experiencing.

Objectives - E.S.E.A. Supplemental Instruction

- To provide an educational atmosphere conducive to the development of a positive self-concept.
- To provide opportunities in which the student may acquire more effective communication skills, e.g., listening, speaking, reading, and writing, in both English and his ethnic language.
- To facilitate student acquisition of fundamental mathematical skills and concepts.
- To provide individual or small-group corrective/enrichment instruction to each student.
- To provide basic health screening and medical aid.

SECTION V

BASIC THEORETICAL MODEL FOR PROGRAM DEVELOPMENT

Program Planning

To implement programs developed as a result of the needs and objectives established, a multi-dimensional structure was developed that is comprehensive in nature and includes provisions for all aspects pertinent to the education of the migrant child. Yet the organization of this structure is such that components can be readily isolated for implementation and financing. The purpose for developing a structure composed of separate but related components was to make feasible joint or separate funding and/or implementation of program components by other agencies.

Considering the basic trends of a comprehensive program for the migrant child, four dimensions became apparent:

1. The person being targeted because of need;
2. The program being initiated to fulfill the need;
3. The method of implementation; and
4. The application of knowledge.

With regard to the first dimension, the person, three categories became evident: (1) the child from infancy to five years of age; (2) the school age child; and (3) the adult.

The program dimension of the basic organizational model was dictated by present knowledge concerning the needs of the migrant child and his family. An analysis of research

in the area of programming indicated efforts in the following three categories: (1) programs aimed at prevention; (2) programs aimed at compensation; and (3) programs aimed at social and occupational orientation.

The third dimension critical to the structure of the educational model was implementation. Once a program is developed on the basis of needs and objectives, a method for implementing the suggested program is required. To make available a program that fits the needs of the migrant child which can be applied under a variety of conditions, the following four categories were derived: (1) instruction; (2) auxiliary services; (3) administration; and (4) financing.

To complete the educational model, a fourth dimension, knowledge, was included to provide the evaluation and research needed for future direction and sound program development of the overall project. This dimension consists of the following categories: (1) the acquisition of knowledge; (2) the evaluation of the gathered data; and (3) the dissemination and use of information.

Model Development

In order to construct a diagramatic model sensitive to the educational/physical/social impingements upon the migrant family structure, it was necessary to conduct a systematic analysis of the total operations that influence their growth and development. The following theoretical model was developed to assist management in defining these major areas of

concern so that concerted community/agency efforts could be made upon the diverse needs of migrants.

BASIC THEORETICAL MODEL FOR PROGRAM DEVELOPMENT

I. DIMENSION
- A. Category
  - 1. Component
    - a. Sub-component

II. PERSON
- A. Infancy to five years of age
- B. Regular School
- C. Adult Age

III. PROGRAM
- A. Prevention
  - 1. Pre-School
- B. Compensation
  - 1. Regular School
    - a. Extended day
    - b. Regular school day supplement
    - c. Summer school
- C. Social and Occupational Orientation
  - 1. Adult Education
    - a. Adult Basic Education
    - b. Adult Vocational Education
    - c. Adult Practical Education

IV. IMPLEMENTATION
- A. Instruction
  - 1. Regular teachers
  - 2. School Community Coordinators or Aides
  - 3. Teacher Aides
  - 4. Classroom Aides (unpaid)
- B. Auxiliary Services
  - 1. Nutritional Services
  - 2. Health Services
  - 3. Psychological Services
  - 4. Curricular Instructional Services
  - 5. Classroom Facilities
    - a. Supply (mobile classrooms)
    - b. Maintenance
    - C. Operation
  - 6. Transportation
- C. Administration
  - 1. Local
  - 2. County
  - 3. Regional
  - 4. State
  - 5. Federal
  - 6. State and Federal Inter-Agency
- D. Finances
  - 1. Administration
  - 2. Source of Funds

V. KNOWLEDGE
- A. Acquisition of knowledge
- B. Evaluation of gathered data
- C. Dissemination and use of information

SECTION VI

PROGRAM COMPONENTS AND SUPPORTIVE SERVICES

The primary target of understanding the migrant educational program is to understand the migrant himself. To achieve a purposeful use of this knowledge, a process must be developed for the application of educational programs.

It is this process which is described as a component program in the model. The following programs are specifically attuned to the educational needs of disadvantaged individuals in general and to migrant individuals in particular. They are (A) regular school programs, (B) extended day, (C) summer school, (D)*infant care, (E) pre-school and (F)*adult education.

I. PROGRAM COMPONENTS

A. Regular School Program Assistance

This component is composed of those efforts to provide the education of the migrant person within the present regular educational structure. The school districts are assisted by additional staff, equipment, materials, and consultative services. The additional staff consists of resource teachers, teacher assistants, and teacher aides.

Each district is free to plan its own program based upon the above discussed needs and objectives of the migrant populations. The variety of the programs that are to be offered is limited only by the capacities, interests, and

*not operational but being considered by State O.E.O.

aspirations of the district staff. Some of the types of programs to be implemented are E.S.L., Tutorial, Small group, Bilingual instruction, and Ungraded classes.

B. Extended Day - Tutorial

Knowing that the migrant child may experience difficulties with the educational programs in the regular school, a tutorial program is conducted in the educational center. As in the development of the special school programs, the tutorial programs should be particularly designed to meet the special needs of the migrant children. The program may include small groups in E.S.L., discussion of books read, bilingual instruction, story telling, remedial work closely related to the classroom instruction, and any other area of special interest. The personnel available to develop and implement the program are resource teachers, teacher assistants, teacher aides and volunteers from the camp and community.

1. Recreation

Taking into consideration that children need more than academic development, the Regional Demonstration Project has established a recreation program dedicated to the development of muscle and body-building activities necessary to the child's physical developmental needs and constructive use of leisure time. Built into the program are learning activities related to the cultural understandings necessary for the child's entrance into a sometimes new environment, such as new play activities,

table and quiet games, and typical activities common to all areas of the United States, e.g., baseball, basketball, football, table tennis, volleyball, etc.

Keeping in mind the concept of the total family--the after-school recreation program encourages participation by young adults and other members of the family.

A by-product of the recreational activity is the development of leadership potential among the youth and young adults.

2. Enrichment

A review of the needs and characteristics of the migrant population indicates that programs of enrichment are desirable. In keeping with the concept of the total family approach, programs are planned which include the various family members.

a. Field Trips

The enrichment experiences planned during the in-school and summer school components are clearly related to the instructional programs. Field trips to museums, parks, post offices, court houses, restaurants, airports, historical landmarks, dairies, fire stations, and community commercial enterprises are typical avenues to accomplish this. Field trips are not the only way to provide enrichment experiences, however.

b. Classroom Visitations

Classroom visitations by interested community residents willing to share personal experiences can be

another method. Use of special recordings, books, films and other unusual instructional materials can provide enrichment experiences.

c. Summer Camp

Summer camps involving many children of school age are being planned for the latter part of the summer. The camps are to be set up on an instructional level stressing outdoor education, crafts, recreation, and outdoor science.

d. Performing groups

Performing groups of singers, musicians, actors, and others are to be invited to present programs at the local camp to benefit all residents.

e. Library and Film Services

In addition to these physical and cultural enrichment activities planned for migrant children, another resource made available to the participants is that of library services including mobile library units and audio-visual film presentations.

f. Special Programs

Special programs planned by local recreational leaders are designed to be stimulating, instructional, and rewarding to camp residents and community.

C. Summer School

School districts and project personnel plan cooperatively to insure a comprehensive 10 week all-day summer school session. In districts where a summer school program is regularly scheduled, the project staff assists in

conducting the program. Summer school programs generally are morning sessions. The morning session usually contains both resident and migrant students. The presence of additional staff allows for more innovative forms of instruction. The programs of instruction vary from academic or corrective to enrichment and creative. The afternoon session is the responsibility of the project staff. Since the project personnel assist in the morning session, continuity of instruction between the morning and afternoon sessions is made possible.

Resources available include teachers, teacher assistants, teacher aides, and a school-camp aide. Material resources for the conduct of the program are ordered from the Regional Office upon requisition by the County Coordinator and the teaching staff.

Where the district does not provide transportation for the summer session, the project will pay this expense.

Field trips are an integral part of the summer school program. Properly planned, conducted, and followed up by meaningful experiences in the classroom, they contribute a new dimension to children's learning.

Accomplishment of school district and project goals is possible in the total program when both school and project staff make genuine efforts to find more effective ways of instructing children.

D. Infant Care

The need for infant day-care is fully recognized by the Regional Demonstration Project. The implementation of a program to complete the Regional Demonstration Project task of concern for the total family is being considered by the State Office of Economic Opportunity under whose auspices a program of day-care for pre-school age children was developed and implemented during the past flash-peak seasons since the inauguration of the war on poverty.

E. Pre-School

The pre-school component provides the verbal and social environment necessary to prepare the migrant child with the language skills needed to progress naturally in the elementary school.

F. Adult Education

Although the Adult Education program is not a direct responsibility of the Regional Demonstration Project, a close relationship has been established between the Regional Demonstration Project and the adult education coordinator to assist him in the development of an education program for adults consistent with the aims and objectives of the Regional Demonstration Project.

II. SUPPORTIVE SERVICES

Educational services to the migrant community require extensive services of support in order to fully meet the needs of the persons being served. Educational services are hampered by illness, unemployment, legal aid needs, and other factors which can have such a traumatic effect upon a family that advantage can not be taken of the seemingly unimportant educational service.

A. Health Services

Consistent with a philosophy and a determination to afford the migrant family as many services as there are identified needs, the Regional Demonstration Project has implemented a program of Health Services. These services range from physical examinations to follow-up medical care where indicated, in addition to eye and vision screenings of school age children and necessary immunizations.

Implementation of this program has been done in coordination with existing programs in the three counties of the region with some differences in application due to the adjustment necessary in working with existing agencies and programs.

B. Family Services

The staff of the Regional Demonstration Project and its resources are constantly ready to assist the migrant family in areas other than classroom education. Recognizing that education is not confined to the classroom but that

the learning process is carried on in many activities in home and community, the Regional Demonstration Project seeks to communicate understandings in the area of employment, the use of community facilities, the legal rights and responsibilities of citizens, and seeks to help the migrant in obtaining the knowledge of resources available to him and his family as part of his patrimony as a member of the community.

C. Parent Participation

Among the stated objectives of the Regional Demonstration Project is that of parent involvement. In addition to the planned educational participation of parents and other migrant adults in the Regional Demonstration Project program, planning at the camp level by all the adult members of the camp community and by representation at the county and regional levels in the County and Regional Advisory Committees is encouraged.

Parents participate in many activities at the educational center and in the schools with the idea in mind that they are contributing to a total program designed for mutual benefit to the migrant worker, his children, the local community, the state, and the nation.

D. Pre-Service and In-Service Education

Pre-service and in-service education programs were the key to the successful operation of the Regional Demonstration Project. The participants were provided

knowledge of programs for migrant families. In addition, they learned the characteristics of the migrant population, needs of the migrants, and objectives to meet these needs.

The participants learned their role as intermediaries between the child and his community and the human relation factors which are essential to the optimum implementation of the program.

The program also incorporated an extensive exposure to the communication needs of administrators and staff and the community and the migrant families, from which are developed necessary techniques and working relationships for the improvement of school, camp, and community relations.

The staff also reviewed methods, techniques, and materials of instruction related to the stated needs of the migrant child and his family. The participants were involved in the planning, implementation, and evaluation required for the proper development of programs of education for migrant learners.

E. Program Evaluation

To measure the effectiveness of the Regional Demonstration Project concept and its impact upon the participating communities, a comprehensive evaluation program was instituted. An assessment of the Project objectives, the methods of achieving these objectives, and the effects of the program upon the community and the migrant families was conducted using instruments designed to measure the impact of the Project.

F. Data Transmittal

The California State Department of Education, Office of Compensatory Education, Bureau of Community Services has assumed the record keeping function relative to the necessary data on the school-age migrant children. It has developed forms and methods of reporting and transmitting data from the Regional Demonstration Project and other migrant education projects to the state, thus providing a vehicle for quick transmission of information from school district to school district within the State and from state to state.

G. Information Dissemination

A wide variety of media, e.g., news releases, public speaking appearances, radio, television, and publications are used to convey information relevant to the Project philosophy, objectives, and activities.

Information is gathered and reports prepared for the funding agencies and other groups with prior concern for the migrant worker.

H. Facilities

No major construction of facilities was needed for the implementation of the Project. The facilities of the regularly established public schools housed the migrant students during the program. Extended day activities were housed in facilities negotiated by the County Coordinator and Housing Authority representatives in the Educational Centers of each migrant camp.

SECTION VII

PROGRAM OPERATION AND PROCEDURES

Although the primary responsibility for the development and operation of the programs to meet the needs of migrant children rests with each school district, the Regional Demonstration Project assists in certain operational areas through funding for teaching personnel, special materials and equipment, and supportive services. These are:

A. Referrals for health services

B. Requests for purchasing equipment and supplies

C. Requests for audio-visual materials

D. Requests for library services and materials

E. Requests for Field Trips

A. Referrals for Health Services

In order to create a smoothly-functioning health services procedure and to insure maximum utilization of those health services available, all matters relative to health, health services, emergency health or accident situations, and the implementation of migrant health services are a function of the Project's full-time nurse(s).

All referrals for health services either to a private doctor, county general hospital, or public health service are made on an official referral form (required) made by the assigned nurse.

No implementation of any part of the health services program is performed by any staff member not authorized in writing by the assigned nurse and countersigned by the

Director or an authorized representative.

The school-community aide is assigned to perform certain communicative liaison duties between nurse and camp whenever necessary. Other aides are assigned to the nurses on the recommendation of the County Coordinator and the written approval of the Regional Director.

The County Coordinator, assisted by the nurse, negotiates changes, additions, or deletions from the health services program with the agency or individual involved.

B. Requests for Purchasing Equipment and Supplies

Requests for purchasing of equipment or supplies are originated by the ultimate user (teacher, teacher aide, etc.) of the requested item in writing according to the following procedures:

1. The County Coordinator prepares the needed requisition form and submits it in duplicate to the Regional Office.

2. The Regional office routes the request to the proper person in the fiscal office.

3. Confirmation by written memo is made by the Regional office regarding the approval or disapproval of the purchase request within three days of filing.

C. Request for Audio-Visual Materials

All requests for audio-visual materials, equipment, and supplies are made in writing to the district administrator for implementation. Those requests that may be implemented from the contracted county services are filled immediately.

Requests requiring purchase or rental are submitted on specified requisition forms by the County Coordinator upon receipt of a request from the school administrator. Implementation of such requests follow established fiscal office procedures.

D. Request for Library Services and Materials

All requests for library services and materials are initiated at the classroom level by the teacher or teacher aide, following the prescribed form in the district. Wherever possible, use is made of such services as are regularly contracted.

Implementation of requests requiring purchases are initiated at the classroom level but must follow the procedures outlined for the purchase of materials, equipment, and supplies.

E. Requests for Field Trips

Field trips (presently available only during the summer school component) are an integral part of the enrichment process of the Regional Demonstration Project. School districts and teachers are encouraged to make full use of budget allowances for such activities. Planning and preparation for such field trips include both children and their parents as part of the learning experience. The procedures to obtain these experiences are:

1. The County Coordinator initiates action on Field Trips at the request of the school district administrator two weeks prior to the date of the trip.

2. The County Coordinator checks with the bussing

agent for tentative field trip dates, then forwards three copies of the field trip request to the Regional Director.

3. The Regional Director returns disapproved requests to the County Coordinator within three days.

4. Approved requests are sent to the fiscal agent. The fiscal agent then:

   a. Telephones the bussing agent to confirm the tentative date.

   b. Mails a purchase order to the bussing agent authorizing the trip.

   c. Mails a copy of the approved request to the school district representative; however, the fiscal agent should telephone the school district representative if the approved request will not arrive within a week of the date of the field trip.

   d. Sends a copy of the approved request to the County Coordinator's Office.

5. The school district representative verifies the field trip with the dispatcher the day before the field trip to insure that the bus will be at the designated school at the appropriate time.

appendix A

CHECKLIST OF COMMUNICATION STRATEGIES AND PROGRAM PROCEDURES FOR ADMINISTRATORS, TEACHERS AND PARA-PROFESSIONALS

APPENDIX A

CHECKLIST OF PROCEDURES FOR ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Providing a meaningful continuum of education for migrant children must be viewed from the standpoint of mutual understanding and involvement. Administrators, teachers and para-professionals must be cognizant of their interrelationships in terms of student development. This requires a philosophy based upon the worth of the individual and a cooperative endeavor to meet his needs. It requires a concerted marshalling of resources to develop new patterns of educational excellence. All aspects of the curriculum must be geared to these needs, the urgency with which programs must be developed to satisfy them, and the equal responsibility of those charged with program implementation. It is the intent of this appendix, then, to furnish guidelines of awareness for cooperative personnel functioning in the educational setting.

I. THE EDUCATIONAL LEADER

An Educational Leader is an administrator or principal who has the responsibility for coordinating the various aspects of the regular school program, as well as incorporating innovative features developed for Compensatory Education that serve to supplement and enhance the curriculum.

A. Pre-Program Communication Strategies

_____ Determine which classes require Para-Professionals.

_____ Determine the number of Para-Professionals required.

_____ Review personnel records of Para-Professionals for special competencies.

_____ Review personnel records of Program Implementers for special needs/strengths.

_____ Determine the number of Para-Professionals required.

_____ Initiate the pre-service orientation package.

_____ Distribute information to Program Implementers and Para-Professionals.

_____ Explain to the Para-Professional about salary, payroll deductions, and pay periods.

_____ Explain to the Para-Professional about holiday pay and salary increments.

_____ Explain to the Para-Professional about school-community liaison expectations.

_____ Explain to the Program Implementer about special talents of the Para-Professional.

_____ Invite the Para-Professional to school for on-site orientation and Program Implementer introduction.

B. Program Initiation Procedures

_____ Introduce and explain to parents the cooperative roles of the Program Implementer and the Para-Professional.

_____ Establish procedures to assure an atmosphere for inter-personal involvement in planning between Program Implementers, Para-Professionals, and parents.

_____ Visit classes for informal chats with the Program Implementer and the Para-Professional.

C. Operational Procedures

_____ Develop an in-service education program for upgrading the effectiveness of working relationships of the Program Implementer and the Para-Professional.

_____ Develop methods for evaluating the activities of the Para-Professional and his impact upon the children.

_____ Develop methods for assessing the increased effectiveness of the Program Implementer with the Para-Professional.

_____ Explain to the Para-Professional about his role in extra-curricular activities.

_____ Provide opportunities for the Para-Professional to attend and participate in staff meetings.

D. Program Termination Procedures

_____ Develop evaluation instruments for assessing student/Program Implementer/Para-Professional relationships.

_____ Develop procedures for assessing the impact of the Program Implementer and the Para-Professional in achieving educational objectives.

_____ Assess the effect of the Para-Professional upon the regular school program.

_____ Determine the feasibility/desirability of incorporating selected features used for mobile children into the overall school program.

II. THE PROGRAM IMPLEMENTER

A Program Implementer is a teacher who has the responsibility for guiding children along meaningful channels by being sensitive to their needs and by interpreting these needs to the Para-Professional for program compatibility.

A. Pre-Program Communication Strategies

_____ Orient the Para-Professional to the school and its responsibilities.

_____ Instruct the Para-Professional in the inter-personal relationships of the school.

_____ Cooperatively plan the amount and kind of assistance to be given by the Para-Professional.

_____ Explain to the Para-Professional about building regulations (fire drill, safety, first aid, yard duty, lunch duties, reporting accidents).

_____ Explain to the Para-Professional about dress regulation.

_____ Instruct the Para-Professional in the use of materials and equipment.

_____ Instruct the Para-Professional in the supporting tasks he is to perform.

_____ Help the Para-Professional understand the performance expectations of your grade and the type of pupils.

_____ Explain to the Para-Professional about problems (health, emotional, social, work, nutritional, home) of any disadvantaged children.

_____ Explain to the children the importance of a Para-Professional in helping them individually.

B. Program Initiation Procedures

_____ Introduce the Para-Professional to the class by writing his name on the chalk board and helping the children with its pronunciation.

_____ Encourage the children to look to the Para-Professional for assistance.

_____ Begin work with the Para-Professional by sharing simple responsibilities.

_____ Help the Para-Professional get acquainted with the children by giving him responsibilities for individual and small group assistance.

_____ Provide experiences so the Para-Professional can have initial successes.

_____ Introduce the Para-Professional to cooks, custodians, and other personnel about school.

_____ Establish a schedule for joint program planning and coordination.

_____ Introduce the Para-Professional to parents at open house and other school-parent events.

C. Operational Procedures

_____ Help the Para-Professional gain stature--praise him for exceptional contributions.

_____ Provide for planning conferences with the Para-Professional.

_____ Provide for follow-up activity conferences with the Para-Professional.

_____ Explain to the Para-Professional his role on field trips.

_____ Introduce the Para-Professional to classroom visitors.

_____ Provide periodic Para-Professional progress reports to the Educational Leader.

D. Program Termination Procedures

_____ Prepare and submit Para-Professional rating form.

_____ Discuss with the Educational Leader the impact upon mobile children as a result of more planning time and individual instruction through the use of a Para-Professional.

_____ Discuss with the Educational Leader strategies for increasing the effective utilization of the Para-Professional in the future.

_____ Discuss with the Educational Leader techniques for incorporating identified successful instructional methods into the regular curriculum.

III. THE PARA-PROFESSIONAL

A Para-Professional is a teacher-aide who has the responsibility for supplementing the regular classroom program by serving as the intermediary in the acculturation gap, thus freeing the teacher for individual or specialized student instruction

A. Pre-Program Communication Strategies

_____ Be familiar with lines of communication and authority.

_____ Be informed of when children come and leave school.

_____ Be familiar with playground regulations.

_____ Be familiar with which schedules to follow.

_____ Be informed of which records to keep.

_____ Be familiar with where supplies are kept and how to obtain.

_____ Be aware of discipline regulations.

B. Program Initiation Procedures

_____ Be familiar with regular duties.

_____ Be responsible for assigned lunchtime activities.

_____ Prepare for planning sessions with the Program Implementer.

_____ Be familiar with the names of the children.

_____ Be aware of special problems (emotional/physical) of the children that could affect their classroom performance and group relations.

C. Operational Procedures

_____ Recognize the Program Implementer as the person in authority and to whom the children owe primary attention.

_____ Know special duties.

_____ Know emergency provisions.

_____ Know the location of audio-visual materials and procurement procedures.

_____ Know the location of special rooms.

_____ Keep anecdotal notes on individual student behavior.

_____ Attend and participate in staff meetings.

_____ Plan with the Program Implementer special daily/weekly student instructional tasks.

_____ Participate in extra-curricular activities.

_____ Assist in establishing communication lines between students and the Program Implementer.

D. Program Termination Procedures

_____ Discuss evaluation/rating procedures with the Program Implementer.

_____ Discuss performance/effectiveness with the Program Implementer.

_____ Discuss with the Program Implementer suggestions and recommendations for the improvement of future program implementation.

appendix B

BOARD OF DIRECTORS

APPENDIX B

BOARD OF DIRECTORS

Meetings

Regular Board meetings are held the fourth Monday of each month at 1:30 p.m. in the office of the Stanislaus Superintendent of Schools unless specifically announced for some other time and location. Special meetings are in keeping with the Education Code.

Individual or Group Appearances

Individuals or groups from Merced, Stanislaus, and San Joaquin Counties may appear before the Board by notifying the Project Director of their intention and providing him with a statement of their reason for appearing. The Board reserves the right to limit the presentation time by such individuals or groups.

Open Meetings

All meetings of the Board, except Executive sessions as specified below, are open to the public and all persons are permitted to attend.

Executive Sessions

Executive sessions held by the Board are to consider personnel matters including the appointment, employment or dismissal of an employee, or to hear complaints or charges brought against such employee, unless such employee requests a public hearing. The Board also may exclude from any such

public or private meeting, during the examination of a witness, any or all other witnesses in the matter being investigated by the Board.

Board Actions

All actions of the Board are taken openly in compliance with the California State law.

Project Director

The Project Director is executive secretary and administrative officer of the Board.

Operating Rules

"Robert's Rules of Order Revised," are used as the official guide for operating rules and regulations during meetings.

Chairman of the Board

The Chairman of the Board is duly elected by the members of the Board of Directors and serves a term of one year.

Board Minutes

In order to maintain a uniform record of the meetings, the order of business and the recording of subject matter pertinent to the functioning of the Board is:

1. Call to Order
2. Roll Call
3. Approval of Minutes
4. Unfinished Business

5. New Business

6. Adjournment

An Agenda is mailed prior to each meeting.

All resolutions are adopted or rejected by a roll call vote which is entered in the minutes. For all actions, names of Board members expressing themselves, pro or con, or abstaining, are recorded. Also, no verbatum debates are entered in the minutes; however, as a courtesy, mention may be made of any statement made by visitors speaking before the Board.

Amendments to Policies and Procedures

Copies of proposed amendments are mailed to each member of the Board and are voted upon at the next regular meeting. A majority of affirmative votes are necessary for adoption, and the amendment becomes effective upon adoption unless otherwise stated in the amendment.

appendix C

SPONSORING AGENCY AND FISCAL MANAGEMENT

APPENDIX C

SPONSORING AGENCY AND FISCAL MANAGEMENT

The requirements of the federal government and of the guidelines for the implementation of migrant programs in the State of California include the designation of a sponsoring agent for each project implemented.

In the Regional Demonstration Project, the Merced County Schools Office serves as the Sponsor and is responsible for (a.) Fiscal Management, (b.) Personnel, and (c.) Evaluation.

A. Fiscal Management

This responsibility includes payrolls, purchase and inventory control, maintenance of current audits of expenditures, and the preparation of fiscal reports and statements.

1. Preparation and maintenance of payroll records and required data.

2. Issuance of all payroll and purchase order warrants as well as warrants for payment of consulting services.

3. Maintenance of all necessary purchase order requisitions and the issuance of all purchase orders as related to the Regional Demonstration Project.

4. Maintenance of all inventory records on a current basis for all material and equipment purchased for use in the Regional Demonstration Project.

5. Preparation and submission of all necessary financial reports and inventory reports as required by the U. S. Office of Education, Bureau of Community Services, the Executive Board and the Regional Director.

The Department for Fiscal Management and all personnel therein are directly responsible to the Sponsor (Superintendent of Schools, Merced County) and are responsible to the expressions of the Regional Director. The precise administration and implementation of each of these functions and responsibilities is treated in the subsequent sections under this heading.

6. Payroll:

   a. Payroll clerk computes total salary from time sheet forms returned by coordinators and makes proper deductions relative to insurance coverage, withholding taxes, etc.

   b. Payroll warrants are prepared and returned to county coordinators to be distributed to employees. (Mailing of checks directly to employees is not feasible because of the high mobility of the population considered.)

   c. Preparation of "Quarterly Returns" relative to deductions and fringe benefits for employees.

   d. Preparation and issuance of "W-2" forms for all employees.

7. Purchasing:

   a. Prepares and distributes purchase order requisition forms to key personnel.

   b. Upon receipt of requisition forms returned, signed by the proper authority approving, the purchasing agent analyses prices, selects a vendor, prepares orders.

   c. Checks delivered items against purchase orders for accuracy and completeness, then submits all packing slips and invoices to the Bookkeeping Department.

   d. Develops and establishes a system for maintaining proper inventory control.

   e. Keeps current records relative to the assigned location of non-consumable items.

f. Prepares necessary forms and collects data relative to the completion of annual inventory reports.

8. Bookkeeping:

a. Keeps accurate ledger accounts of expenditures and income in accordance with the California School Accounting Manual issued by the California State Department of Education. (These accounts must be kept current for inspection at any time and will be subject to annual audit.)

b. Checks invoices for accuracy, prepares and issues warrants to vendors.

c. Submits bi-weekly budget summary to the Regional Director.

d. Prepares financial reports.

e. Prepares any necessary budget revisions as directed and approved by the Regional Director.

B. Personnel

Although persons are employed for placement in each of the centers in each of the three counties, standards for employment, maintenance of employment records and information, and similar matters are retained and supervised by the Sponsor.

It is essential for the total management of all phases of the Regional Demonstration Project that the following minimum functions be completed and accurate records maintained with respect to the management of personnel employed under the terms of this project.

1. Assumes responsibility for the development of all employment forms for transfer to the fiscal department.

2. Completes all required employee and population survey forms and submits these to the Bureau of Community Services of the State Department of Education.

3. Evaluates regularly all personnel and makes recommendations relative to promotions, continued employment or dismissals, and terminations.

C. Evaluation

The Sponsor is responsible for the submission to the Bureau of Community Services, State Department of Education, of all evaluation reports and other pertinent information requested by the State Offices.

appendix D

JOB DESCRIPTIONS AND QUALIFICATIONS

APPENDIX D

JOB DESCRIPTIONS AND QUALIFICATIONS

Position: RESOURCE TEACHER

Qualifications: Valid teaching credential, minimum of 5 years successful teaching experience. Demonstrated success in teaching migrant children. Bilingual preferred.

Job Description: The functions of the resource teacher will include at least the following:

1. Assist the curriculum coordinator and the school district staff in developing and implementing a reading course of instruction for migrant children.

2. Conduct small group instruction.

3. Assist in the selection of appropriate materials for the conduct of the language development programs.

4. Assist the classroom teachers in diagnosing student language deficiencies and in implementing suitable remedies.

5. Assist the district personnel and the curriculum coordinator in the in-service programs by presenting demonstrations and workshops.

6. Share knowledge of new developments in the teaching of migrant children with school district personnel.

7. Prepare and distribute materials that will assist the teachers in understanding the migrant child.

8. Refer children with identified deficiencies to the proper personnel in the school district or community.

9. Cooperate with administrators and teachers in the assigned school.

10. Notify teachers regarding meetings, conferences, institutes, and college courses available in the area of migrant education.

11. Become proficient in the use of ESL controlled Readers, SRA, Sullivan Materials, and other materials in the field.

12. Prepare reports and confere with the county coordinator and the curriculum coordinator as required to insure that the highest level of communication and understanding is maintained between the school district and the Project.

Position: TEACHER ASSISTANT

Qualifications: Minimum two years of college with major interest in elementary education. Preferences will be given to bilingual applicants, with previous experience working with migrant farm workers and their families.

Job Description:

1. To assist the classroom teacher in the implementation of the program planned for the migrant children.

2. To help the teacher in conducting small group instruction.

3. To conduct small group instruction under the direct supervision of the teacher in the classroom.

4. To assist the teacher in planning classroom activities for the migrant child, consistent with the aims and objectives of the Regional Demonstration Project program.

5. To fulfill such duties as may be assigned in the Educational Center relative to the needs of the migrant child and the objectives of the program.

Position: SCHOOL-COMMUNITY AIDE

Qualifications: The School-Community Aide must be knowledgeable of the needs of migrant workers. He must be familiar with the objectives of the program, and aware of the resources available to the migrant in his community. He must be bilingual and aggressive in working for the solution of problems affecting the welfare of the migrant worker and his children. Preference will be given to members of low income families, applicants from farm worker families or to those with previous experience or training in anti-poverty programs.

Job Description:

1. To serve as a link in the chain of school, camp, community and Regional Demonstration Project relationships.

2. To assist the school in non-academic problems, or procedures related to the migrant child.

3. To assist the County Coordinator in collecting and maintaining necessary data relative to the children in the school program.

4. To assist in the coordination of the educational center, serving as a constant link between the center staff, the school, and the County Coordinator.

5. To assist the migrant family by helping to make community resources available to him with regard to social and welfare services.

6. To assist in the health services as an interpreter where needed, and in such assistance as may be required by the nurse for the implementation of the health services.

Position: TEACHER AIDE

Qualifications: The Teacher Aide shall be a person with the ability to communicate ideas and information freely both to the children with whom he is working and to the teacher in the classroom. He must be bilingual and indigenous to the community where he will teach. There shall be no educational or other qualifying requirement except that the interviewee shall have demonstrated abilities to work with and for children and harmoniously with adults, to be alert and to accept his responsibilities as a classroom assistant.

Job Description:

1. To assist the teacher in the classroom in the implementation of the program established to meet the special needs of the migrant child.

2. To assist the child in bridging the communication gap which may exist between teacher and student because of language or cultural differences.

3. To assist the teacher in the necessary planning.

4. To assist the teacher in the preparation of materials for the daily lesson.

5. To assist the teacher in communicating with parents.

6. To help the child's self-image concept by presenting a model with whom the child can identify.

(2)

Position: REGIONAL DIRECTOR

Qualifications: Masters Degree in Education

Valid Administrative Credential

Minimum of five years successful teaching

Demonstrated successful experience in administration and/or supervision of instructional programs.

Job Description: The functions of the Regional Director will include at least the following:

1. Administration of all component projects included or attached to the total regional demonstration project in migrant education.

2. Selection and supervision of all functions of personnel selected for coordinating or administrative duties in each of the component projects of the regional demonstration center.

3. Coordination of activities of all funding agencies supporting the various components of the regional demonstration in migrant education.

4. Supervision of the fiscal functions of the regional demonstration project, including the preparation of financial reports.

5. Directing of the evaluation procedures as they relate to each of the various components of the regional demonstration center and the compilation of a total evaluation document for the regional project.

6. Coordination of efforts of the various agencies within the demonstration region, without regard for the participation of these agencies in the funding of the central project.

7. Establishing and maintaining close working relationships with the public, both within the regional project area and throughout the State of California and other states of the nation.

8. Perform all other functions which may be related to this position and designated by the members of the executive board for the regional project in migrant education.

Responsible to: Executive Board for the Regional Project in Migrant Education.

Position: CURRICULUM COORDINATOR

Qualifications: Masters Degree in Education

Valid Administrative or Supervisory Credential

Minimum of five years successful teaching experience

Demonstrated success in administrative or supervisory work in education

Job Description: The functions of the curriculum coordinator will include at least the following:

1. The organization and implementation of an adequately uniform program of instruction throughout the regional demonstration area.

2. The preparation of instructional guides and courses of study for education as it relates to the migrant population.

3. The selection and implementation of instructional materials, equipment, and supplies for use in the educational centers, for migrant education.

4. The coordination of in-service educational services for the instructional staff of the regional migrant education centers.

5. The preparation of information booklets and reports relative to the instructional program for distribution throughout the school districts with migrant students in the State of California and other states of the nation.

Responsible To: Regional Director for Migrant Education.

Position: COUNTY COORDINATOR FOR MIGRANT EDUCATION

Qualifications: Masters Degree

Valid Administrative or Supervisory Credential

Minimum of five years of successful teaching experience

Demonstrated success in administrative or supervisory work in education

Job Description: The functions of the County Directors will include at least the following:

1. The identification of the individual students within the population being considered and the description of enrollment procedures for these students.

2. The identification of participating school districts and the procedures to be followed for their participation in the total migrant education project.

3. The identification of the specific supplementary services to be provided by the migrant education project in support of school districts receiving students from the migrant population.

4. The establishment of working relationships with all school districts, agencies, and interested individuals desiring to participate in the regional demonstration project in migrant education.

5. The selection of and preparation of recommendations for the employment of all instructional and supporting staff members for each of the educational centers identified within the assigned county.

6. The supervision of and support of instructional staff members employed within the assigned county.

7. The certification of payroll time sheets and the distribution of payroll warrants to staff within the assigned county

8. The initiation of purchase order requests for materials and supplies to be used in the instructional centers.

9. The support of evaluation procedures as they are applied within the assigned county.

10. Performing all other functions which may be related to this position and designated by the Regional Director.

Responsible To: Regional Director for Migrant Education.

Position: SECRETARY to the Regional Director

Qualifications: Ability to speak, read, and write in both English and Spanish

Demonstrated skill in typing and shorthand

Demonstrate experience of a senior secretary

Job Description: The functions of the Secretary to the Regional Director will include at least the following:

1. Perform all clerical duties as assigned by the Regional Director.

2. The preparation and distributicn of Executive Board minutes.

3. The supervision of all other clerical staff, excepting those employed by the fiscal department, of the regional office for migrant education.

Responsible To: Regional Director for Migrant Education

Position: SECRETARY to the Coordinator

Qualifications: Shall have the ability to read and write and speak English and Spanish.

Demonstrate an ability to type at a reasonable speed.

Shall be able to perform other secretarial functions as needed in the office.

Job Description:

1. Keep and maintain a daily record of County Coordinator's activities.

2. Perform all duties assigned by the County Coordinator.

appendix E

PERSONNEL STANDARDS, PROCEDURES, AND BENEFITS

APPENDIX E

PERSONNEL STANDARDS, PROCEDURES, AND BENEFITS

Employment Procedures

Personnel selected for employment in the Regional Demonstration Project shall be employed subsequent to a screening procedure and evaluation of potential relative to the applicant's abilities, education, economic status, and experience.

Step I Applicant submits completed application form (to coordinator)

Step II Personnel screening committee* will:

a. review the application

b. interview the applicant

c. make recommendation as to employment.

Step III Coordinator will initiate employment procedure upon recommendation of the personnel screening committee.

Step IV County Coordinator's office will process the applicant obtaining the necessary signatures and completion of all required forms prior to submission to the Regional Director for final approval of employment and issuance of Offer of Employment by the Regional Office.

*The personnel screening committee should include:

1. Member(s) of the school district staff.
2. Representative(s) of the migrant farm workers.
3. The Coordinator representing Regional Project.

W-4

TB check

Fingerprints

Application form

Personnel Card

Insurance Cards

Step V Supplementary personnel shall be placed in the school by the school person assigned. Placement of the person employed shall be at the discretion of the school district requesting supplementary personnel and consistent with implementation of the aims and objectives of the program for migrant children.

The School district shall submit application forms for preferred applicants. Such applicants shall be given preference provided they meet other established criteria.

Hours of work

A maximum number of 40 hours of work per week shall constitute a work week for certificated and non-certificated personnel. No employee will be assigned or begin working prior to the issuance of an Offer of Employment by the Regional Office.

Evaluation of Supplementary Personnel

Evaluation of the performance of personnel assigned to the school distirct shall be the responsibility of said

school district based upon an evaluative instrument realistically designed to measure para-professional competence in the areas of responsibility specifically assigned to the para-professional.

Holidays

Certificated personnel assigned to school districts will receive the holidays applicable to the school district to which they are assigned.

The Project personnel under contract with Merced County Superintendent of Schools will receive the holidays listed in Appendix F.

Workman's Compensation

The County Coordinator must be informed of all accidents. Appropriate accident forms must be submitted to the Regional Office and a State Compensation Insurance Form must be filed within 24 hours of injury.

Health Insurance

The Project pays for the hospitalization premium for employees who work at least 24 hours a week. Family coverage is available.

Sick Leave

Project employees under contract with the Merced County Superintendent of Schools shall accumulate sick leave without limit at the rate of one day per working month. Certificated personnel assigned to a school district

shall accumulate at the rate applicable to that district. Hourly rate employees do not receive sick leave benefits.

State Teachers Retirement System Contribution

The Project makes employer contributions to the State Teachers Retirement System for certificated personnel assigned to school districts after they have been employed at least six months with the Project. Certificated personnel under contract with Merced County Schools receive this benefit at the commencement of the contract.

Mileage Allowance Procedure

1. Mileage allowances shall be granted to the County Coordinator, the community aides, nurses, and curriculum coordinator for travel expenses connected with the Project.
2. The allowance shall commence after arrival at work.
3. A daily record should be kept on the appropriate mileage report form.
4. The mileage report form should be submitted to the coordinator's office the last working day of the month.

Reporting Absence Due to Illness

All personnel must report an absence due to sudden illness as early as possible on the day of the absence.

In-school, certificated, and para-professional personnel shall call a designated person in his school not later than 7:00 a.m.

4. Withholding of relevant information on employment application with intent to conceal important facts (upon disclosure).

Procedure for Termination For Cause

1. Upon determination of true facts related to the causes for termination, the Director shall make a decision to terminate, reassign, or reprimand.
2. The Coordinator prepares the Personnel Action form in quadruplicate. When completed, a copy is sent to:
   a. Regional office
   b. School district
   c. Employee
   d. Coordinator's files (original)
3. The above steps complete the termination action in the event there is no appeal by the employee.

Procedure for Appeal from Termination

Every employee has the right to appeal a termination. An employee may initiate an appeal from the termination decision by:

1. Submitting a written request to the Regional Director for a hearing.
2. Appearing before a hearing board* with his chosen representative to present his case.

*The hearing board consists of a representative from the school district, a representative from the Regional Office, and the employee representative.

3. Suspension from classroom duties shall be in effect until a final decision is made. Date of termination shall be effective at the discretion of the Regional office.
4. The employee must be made aware of his rights to appeal to the Labor Commission on employment disputes or to the F.E.P.C. in the event he feels that there may be discriminatory practices involved which violate his civil rights.

Resignations

An employee may resign at any time upon written request to the Coordinator. A one-week notice is desirable for hourly employees. Certificated personnel resigning should give the customary 30-day notice in writing. The Regional Director may waive notice requirements at his discretion.

Upon acceptance of a resignation, the Coordinator initiates the Personnel Action form in the aforementiond manner prescribed for termination proceedings.

Terminations of regional employees or County Coordinators is initiated by the Regional Director.

Employment

The Regional Demonstration Project shall not employ more than one (1) person from an immediate family.

Professional Advancement

Recognizing that the program benefits by and through the professional advancement of its personnel, every encouragement is given to staff members to seek high education and to work for promotion within the program. Such promotions shall be made upon written application by the staff member, verification of fulfillment of requirements, and existance of a vacancy in the position applied for. Preference for positions within the program will be given to such staff members as are qualified.

Conference Participation and Attendance

Further encouragement for staff members to seek professional growth is a recognition of the worth of educational conference attendance and participation. The Regional Director shall include on the master calendar a list of conferences which may be attended by personnel upon assignment, invitation, or request. Written approval of conference attendance to involve payment of expenses as a representative of the Regional Demonstration Project must be obtained from the Regional Director. At the discretion of the Director, personnel attending such meetings will present a written report.

appendix F

SALARY SCHEDULES AND CALENDAR

APPENDIX F

SALARY SCHEDULES AND CALENDAR

I. SALARY SCHEDULES

A. Resource Teachers

STEP	AB+O to 24	AB+36	AB+48	AB+60
1	$625	$650	$675	$700
2	$650	$675	$700	$725
3	$675	$700	$725	$750
4	$700	$725	$750	$775
5	$750	$777	$800	
6	$775	$800		
7	$800			

PLACEMENT ON SCHEDULE:

Initial placement on this salary shall be on the basis of the following:

a. A valid teaching credential.
b. Prior educational or professional experience with families of migrant farm workers.

CRITERIA FOR DETERMINING SALARY STATUS:

Initial placement criteria shall be determined on the basis of comparable previous years of experience not to exceed five years with a beginning placement of Step 6. Vertical movement on the salary schedule shall be on the basis of years of experience in the project. Horizontal movement on the schedule shall be on the basis of number of college units of credit beyond the A.B. Degree.

TERM OF EMPLOYMENT:

The term of employment for resource teachers shall not exceed 185 working days annually.

B. County Coordinator

STEP	AB	MA/AB+45	MA+30
1	$12,912	$13,412	$13,912
2	$13,212	$13,712	$14,212
3	$13,512	$14,012	$14,512

Rates established are based upon the scale for consultants, Merced County Schools, 1968-69.

PLACEMENT ON SCHEDULE:

Initial placement on this salary schedule is dependent upon a valid administrative or supervision credential and five years of successful teaching experience. Horizontal movement on the scale will be determined by educational training. Vertical movement on this scale will be determined on the basis of number of years actual employment in the Regional Demonstration Project.

CRITERIA FOR DETERMINING SALARY STATUS:

Satisfactory evidence in the form of official documents will be filed with the Director's office. Such evidence to be used for salary placement shall include at least the following:

a. College and/or university transcripts of course work.
b. Verification of previous teaching experience in the form of letters from previous employers.

TERM OF EMPLOYMENT:

Shall be determined annually.

C. Public Health Nurse

$556	$584	$613	$644	$676	$710

PLACEMENT ON SCHEDULE:

To be determined by verification of a valid license or certification as either a Registered Nurse or a Public Health Nurse.

CRITERIA FOR DETERMINING SALARY STATUS:

Previous years of experience shall be recognized in the salary placement for this position to a maximum of three years. Initial placement shall not exceed Step 4.

D. Clerical

STENO II	$333	$358	$376	$395	$415	$436
CLERK TYPIST II	$325	$341	$358	$376	$395	

PLACEMENT ON SCHEDULE:

Such placement shall be in accord with previous years of experience and qualifications.

CRITERIA FOR DETERMINING SALARY STATUS:

To be determined by the Director of the Regional Demonstration Project.

E. Teacher Assistants

$2.75 per hour	40 hour work week	$484 per mo.

STANDARDS FOR EMPLOYMENT:

a. Teacher Assistants shall have a minimum of two years of college training.
b. Preference shall be given those applicants with bilingual capabilities.
c. Preference shall be given those applicants with previous experience in working with migrant farm workers and their families.

F. Teacher Aides

$2.00 per hour 40 hour work week $352 per mo.

STANDARDS FOR EMPLOYMENT:

a. Preference will be given to members of low-income families; applicants from migrant farm worker families; and/or applicants with previous experience or training in child-care centers, pre-schools or anti-poverty programs.
b. Preference will also be given those applicants with bilingual capabilities.

II. PROPOSED CALENDAR YEAR

A. 12 Months Calendar Year

Project Staff: Director
Curriculum Coordinator
Secretary

September 1, 1967 to August 31, 1968

Three (3) weeks vacation plus all legal holidays at the discretion of the Director. Full-time classified employees will be entitled to vacations in accord with the County ordinance.

B. 10 Months Calendar Year

Project Staff: County Coordinator
Secretary

September 1, 1967, through December 15, 1967 . . Actual Work Year

December 16, 1967, through February 15, 1968 . . Vacation (Full-time classified employees will be entitled to vacations in accord with the County ordinance.)

February 16, 1968, through August 31, 1968 . . . Actual Work Year (less all legal and local holidays as per adopted school calendar)

Total work days. 206
(See yearly schedule)

C. Yearly Work Schedule

(206 Actual Working Days)

Month	Days	Sat. & Sun.	Holidays
September	30	9	Labor Day - 1 Admission - Sat.
October	31	9	
November	30	8	Veterans - Sat. Thanksgiving - 2
December (Vacation Dec. 16)	15	4	
January	0	0	
February (Vac. through Feb. 15)	14	4	Washington - 1
March	31	10	
April	30	8	Easter 5
May	31	8	Memorial - 1
June	30	10	
July	31	8	4th of July - 1
August	31	9	
TOTAL	304	87	11 = 206